State Normal School
Worcester, Massachusetts

Fiftieth Year, 1923-1924

MAIN BUILDING AND GYMNASIUM.

State Normal School

Worcester, Massachusetts

CATALOGUE AND CIRCULAR

Fiftieth Year, 1923-24

Publication of this Document
approved by the
Commission on Administration and Finance

The Commonwealth of Massachusetts

DEPARTMENT OF EDUCATION.

PAYSON SMITH, *Commissioner of Education.*

Members of Advisory Board.

THE COMMISSIONER OF EDUCATION, *Chairman, Ex Officio.*

Term expires
1923. SARAH LOUISE ARNOLD, Riverbank Court, Cambridge.
1923. MRS. ELLA LYMAN CABOT, 1 Marlborough Street, Boston.
1924. ARTHUR H. LOWE, Fitchburg.
1924. WALTER V. McDUFFEE, Central High School, Springfield.
1925. A. LINCOLN FILENE, 426 Washington Street, Boston.
1925. THOMAS H. SULLIVAN, Slater Building, Worcester.

GEORGE H. VARNEY, *Business Agent.*
THOMAS J. GREEHAN, *Chief Clerk.*

Division of Elementary and Secondary Education and Normal Schools.

FRANK W. WRIGHT, *Director.*

——— ——— . . . . . *Agent for Research and Statistics.*
LOUISE S. FRENCH . . . . *Assistant Supervisor of Physical Education.*
HARRY E. GARDNER . . . . *Agent for Registration of Teachers.*
BURR F. JONES . . . . . *Supervisor of Elementary Education.*
CLARENCE D. KINGSLEY . . . *Supervisor of Secondary Education.*
CARL L. SCHRADER . . . . *Supervisor of Physical Education.*

The Department of Education.

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION AND NORMAL SCHOOLS.
DIVISION OF VOCATIONAL EDUCATION.
DIVISION OF UNIVERSITY EXTENSION.
DIVISION OF IMMIGRATION AND AMERICANIZATION.
DIVISION OF PUBLIC LIBRARIES.
DIVISION OF THE BLIND.
TEACHERS' RETIREMENT BOARD.
MASSACHUSETTS NAUTICAL SCHOOL.
MASSACHUSETTS AGRICULTURAL COLLEGE.
BRADFORD-DURFEE TEXTILE SCHOOL, FALL RIVER.
LOWELL TEXTILE SCHOOL.
NEW BEDFORD TEXTILE SCHOOL.

THE CALENDAR.

1923.

April 19, Thursday	Patriots' Day, a holiday.
April 28 to May 6, inclusive	Spring recess.
May 24–25, Thursday and Friday	Visitors' Days, Training School.
May 25, Friday	School Field Day.
May 30, Wednesday	Memorial Day, a holiday.
June 7 and 8, Thursday and Friday	First entrance examinations.
June 19, Tuesday	Public graduation.
Midsummer vacation, eleven weeks.	
September 10 and 11, Monday and Tuesday	Second entrance examinations.
September 12, Wednesday	School year begins.
October 6, Saturday	Graduates' reunion.
October 12, Friday	Columbus Day, a holiday.
November 29 to December 2	Thanksgiving recess.
December 22 to January 2, 1924	Christmas recess.

1924.

January 25, Friday	First term ends.
January 28, Monday	Second term begins.
February 22, Friday	Washington's Birthday, a holiday.
February 23 to March 2, inclusive	Midterm recess.
April 26 to May 4, inclusive	Spring recess.
May 22, 23, Thursday and Friday	Visitors' Days, Training School.
May 23, Friday	School Field Day.
May 30, Friday	Memorial Day, a holiday.
June 5 and 6, Thursday and Friday	First entrance examinations.
June 17, Tuesday	Public graduation.
Midsummer vacation, eleven weeks.	
September 8 and 9, Monday and Tuesday	Second entrance examinations.
September 10, Wednesday	School year begins.
October 4, Saturday	Graduates' reunion.
November 27 to 30	Thanksgiving recess.
December 24 to January 4, 1925	Christmas recess.

FACULTY.[1]

WILLIAM B. ASPINWALL, A.B. (Harvard), Pd.M. (New York State College for Teachers), Ph.D. (University of Paris), Principal . . 1 Normal Street.
Education and Ethics.

HORACE G. BROWN, A.B. (Williams) . . . . . 4 Genoa Street.
History and Social Science.

EDWARD L. SUMNER . . . . . 15 Chatham Place.
Choral Singing.

LEE RUSSELL, B.Sc. (Worcester Polytechnic Institute) . . . 27 Windsor Street.
Practical Science, Supervision of Apprentices.

WILHELMINA BALDWIN . . . . . Trinity Court, Boston.
Music Methods.

M. HARRIETTE BISHOP, A.B. (Barnard) (Oswego, N. Y., Normal School) . 1 Normal Street.
Chief Supervisor, Department of Apprenticeship, Education.

JESSE W. HUBBARD, A.B., A.M. (Indiana) . . . . . 248 May Street.
Geography and Rural Sociology.

MARY B. PRATT, B.S., A.M. (Columbia) . . . . . 7 Marston Way.
Supervision of Apprentices, Training Department.

LAWRENCE A. AVERILL, A.B., A.M., Ph.D. (Clark) . . . . 5 Rupert Street.
Psychology, History of Education, Hygiene.

MARGARET B. TOOLE (Worcester, Mass., Normal School) . . . 35 King Street.
Penmanship.

ANNABEL C. ROE, A.B. (Mount Holyoke) . . . . . 73 Moore Avenue.
Literature and Story-telling.

BRETA W. CHILDS, A.B. (Smith) (Worcester, Mass., Normal School) . 9 Westland Street.
Nature Study and Geography.

MYRA A. FITCH (Castine, Me., Normal School) . . . 78 Woodland Street.
Principal of Training Department, Supervision of Apprentices.

ISABEL H. MURRAY (Salem, Mass., Normal School) . . . . 28 Windsor Street.
Mathematics, Supervision of Apprentices.

FLORENCE G. HOLDEN, B.S. (Boston University) (Worcester, Mass., Normal School) . . . . . Holden, Mass.
Reading and Language.

MABEL M. NOYES, B.S. (New York University) (Potsdam, N. Y., Normal School) . . . . . 38 Woodland Street.
Drawing and Handwork.

MARGUERITE C. MCKELLIGETT, A.B. (New York State College for Teachers) . . . . . 39 School Street, Warren, Mass.
French, Supervision of Apprentices.

[1] Except the principal, arranged in order of appointment.

ANNA A. KINGMAN, A.B. (Wellesley) (Anne L. Page Memorial Kindergarten Training School) . . . . 123 Lincoln Street, South Framingham, Mass.
Kindergarten-primary Training, Education.

BESSIE L. JARDINE [1] (Worcester, Mass., Normal School) . . 666 Southbridge Street.
Reading and Language.

RUTH F. ATKINSON (Sargent School of Gymnastics) (Wellesley, Department of Hygiene) . . . . . 20 John Street.
Physical Training, Playground Games, Hygiene.

REGINALD S. KIMBALL, A.B., A.M. (Brown) . . . . . 20 Gates Street.
History and Mathematics.

MYRTIE I. WEBBER . . . . . 5 Iowa Street.
Secretary to the Faculty.

MARY L. HOWARD . . . . . 78 Russell Street.
Librarian.

MARY J. CANTERBURY . . . . . Stoddard Terrace, Prospect Street.
Matron of the Dormitory.

JOHN P. JOHNSON . . . . . 1 Frank Street.
Janitor.

SCHOOL OF OBSERVATION.

The Elizabeth Street School, affiliated with the normal school for the purpose of observation.

EMMA M. PLIMPTON	Principal.
GERTRUDE M. DODGE	Grade 8.
MARY V. SMITH	Grade 7.
MAUDE A. WILLARD	Grade 6.
AGNES S. ROUGVIE	Grades 5, 6.
MARY T. DONNELLY	Grades 4, 5.
HELEN J. KENNEDY	Grade 4.
MAY L. BROOKS	Grade 3.
MARTHA E. PECK	Grades 2, 3.
MARGARET J. SHEA	Grade 2.
MAY J. M. LARKIN	Grade 1.
DOROTHY E. MCQUEENEY	Grade 1.
ELLEN J. O'LEARY	Kindergarten.

[1] Substitute teacher, 1922–1923.

STATE NORMAL SCHOOL,

WORCESTER, MASSACHUSETTS.

AIM AND PURPOSE OF THE SCHOOL.

The Department of Education, by a vote passed May 6, 1880, stated the design of the school and the course of studies for the State normal schools as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge: first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

REQUIREMENTS FOR ADMISSION.

I. Application for Admission. — Every candidate for admission to a normal school is required to fill out a blank entitled "Application for Admission to a State Normal School" and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the normal school and should be filed as soon after January 1 of the senior year as the candidate decides to apply for admission.

II. Blanks to be Filed by the High School Principal. — The principal of the high school last attended is expected to fill out two blanks — one giving the "High School Record" and the other a "Rating of Personal Characteristics" — and send them to the principal of the normal school.

III. General Qualifications. — Every candidate for admission as a regular student must meet the following requirements:

1. *Age.* — A woman must be at least 16 and a man 17 years of age on or before September 1 of the year of admission. (To be admitted to the Household Arts Curriculum at Framingham, a candidate must be at least 17.)

2. *Health.* — The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching.

3. *High School Graduation.* — The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

4. *Completion of Fifteen Units of High School Work.* — The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one half as much as time in recitation.

WEST HALLWAY.

5. *Personal Characteristics.* — The "Rating of Personal Characteristics", and the moral character of the candidate, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

IV. Scholarship Requirements. — Of the 15 units presented for admission, at least 10 must be selected from the list given below in Section V and must be of a satisfactory grade as determined by certification or examination. Three of these units must be in English and one in American History and Civics. Applicants for admission to the Practical Arts Curriculum of the Fitchburg Normal School may substitute evidence of practical experience in some industrial pursuit to meet a part of the above requirements. The Normal Art School requires in addition an examination in Drawing.

1. *Certification.* — Credit by certification may be granted in any subject in which the candidate has secured a certifying mark (A or B) in the last year for which such credit is claimed, provided that the student is a graduate of a Class A high school or is in the upper half[1] of the graduating class of a Class B high school.

2. *Examination.* — Any candidate not securing credit by certification for ten units must either:

(1) Secure credit in the remaining number of units by examination in subjects chosen from the list in Section V, or

(2) In addition to the required subjects, take three comprehensive examinations aggregating six units from the subjects listed in Section V, these units to be chosen from three of the six following fields: (*a*) Social Studies, (*b*) Science, (*c*) Foreign Language, (*d*) Mathematics, (*e*) Commercial Subjects, and (*f*) Fine and Practical Arts.

Since the second plan involves five comprehensive examinations, the examination papers and school record of candidates using this plan will be judged as a whole.

V. List of Subjects for Certification or Examination.

Required.

English Literature and Composition	3 units.
American History and Civics	1 unit.

Elective.

The candidate may choose the six elective units from any of the units listed below, but these units must be so distributed that the number offered in any field shall not exceed the following:

Social Studies	3 units.
Science	3 units.
Foreign Language	4 units.
Mathematics	3 units.
Commercial Subjects	4 units.
Fine and Practical Arts	3 units.

Social Studies.

Community Civics	½ or 1 unit.
History to about 1700	1 unit.
European History since 1700	1 unit.
Economics	½ unit.
Problems of Democracy	½ unit.
Current events	½ or 1 unit.
Ancient History	1 unit.
English History	1 unit.
Medieval and Modern History	1 unit.

[1] The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

Science.	
General Science	½ or 1 unit.
Biology, Botany, or Zoölogy	½ or 1 unit.
Chemistry	1 unit.
Physics	1 unit.
Physical Geography	½ or 1 unit.
Physiology and Hygiene	½ or 1 unit.
Foreign Language.	
Latin	2, 3, or 4 units.
French	2 or 3 units.
Spanish	2 units.
German	2 or 3 units.
Mathematics.	
Algebra	1 unit.
Arithmetic	½ or 1 unit.
Geometry	1 unit.
Commercial Subjects.	
Stenography (including Typewriting)	1 or 2 units.
Bookkeeping	1 unit.
Commercial Geography	½ or 1 unit.
Commercial Law	½ unit.
Fine and Practical Arts.	
Home Economics	1, 2, or 3 units.
Manual Training	1 unit.
Drawing	½ or 1 unit.

The five additional units, however, necessary in order to make up the 15 units required for graduation, may consist of any work which the high school accepts as meeting its graduation requirements.

VI. Place, Time, and Division of Examinations. — Entrance examinations may be taken in June and September at any State Normal School (including the Normal Art School) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification. Credit secured for admission to any college of the New England College Entrance Certificate Board, by examination or by certificate, may be accepted.

VII. Admission as Advanced Students. — A graduate of a Normal School or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

VIII. Admission of Special Students. — When any Normal School, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

SCHEDULE OF ENTRANCE EXAMINATIONS.

THURSDAY, JUNE 7, 1923.

8.15– 8.30. Registration.
8.30–10.30. English.
10.30–12.30. Latin, Commercial Subjects.
1.30– 4.30. Social Studies.

FRIDAY, JUNE 8, 1923.

8.15– 8.30. Registration.
8.30–10.30. Mathematics.
10.30–12.30. German, French, Spanish.
1.30– 4.00. Sciences.
3.30– 5.00. Fine and Practical Arts.

MONDAY, SEPTEMBER 10, 1923.

8.15– 8.30. Registration.
8.30–10.30. English.
10.30–12.30. Latin, Commercial Subjects.
1.30– 4.30. Social Studies.

TUESDAY, SEPTEMBER 11, 1923.

8.15– 8.30. Registration.
8.30–10.30. Mathematics.
10.30–12.30. German, French, Spanish.
1.30– 4.00. Sciences.
3.30– 5.00. Fine and Practical Arts.

The dates for the Entrance Examinations in 1924 are as follows: —

Thursday and Friday, June 5 and 6.
Monday and Tuesday, September 8 and 9.

CURRICULA.

Four curricula are offered as described on the following pages. These curricula comprise (*a*) **a two-year elementary school curriculum** designed for students preparing to teach in the first six grades of the elementary school; (*b*) **a three-year junior high school curriculum,** designed for students preparing to teach in the junior high school or the upper grades of the elementary school; (*c*) **a two-year kindergarten-primary curriculum** designed for students preparing to teach in the kindergarten and the first three grades of the elementary school; and (*d*) **a four-year curriculum,** leading to the degree of bachelor of science in education and designed for students preparing to teach in the elementary school and junior and senior high school. All students who desire to complete either the curriculum in the Elementary School Teacher's Department or the curriculum in the Junior High School Teacher's Department will for the first year take the same courses as they are indicated below in the Elementary School Teacher's Department. Those who wish to complete the curriculum in the Junior High School Teacher's Department will then make application for admission into this department. Their eligibility will be judged on the basis of personality, scholarship, professional fitness and such other qualifications as the principal and faculty shall deem essential for success in this field of work. In accordance, however, with the regulations of the Department of Education, the number that may be admitted into the Junior High School Teacher's Department for any one year will be limited.

Students wishing to select the curriculum in the Kindergarten-primary Teacher's Department must (1) be able to play the piano readily and must possess a voice whose tones in singing and speaking are true and pleasing; (2) show an earnest and sympathetic understanding of very young children; and (3) manifest a consciousness of the present-day ideals of social service.

I. Elementary School Curriculum.

A two-year curriculum, designed for students preparing to teach in the first six grades of the elementary school.

Name and Number of Course.	Periods Weekly of —		
	Recitations.	Laboratory and Practice Teaching.	Expected Outside Preparation.
First Year.			
First Half Year: —			
Drawing and Handwork 1	2	2	4
Education 1, 3, 5	6	1	7
English Language 1	3	–	4
Geography and Rural Life 1, 3	4	–	6
History and Social Science 1, 2	5	–	6
Music 3	2	–	–
Practical Science 2	2	–	2
Physical Education 1	1	1	3
Second Half Year: —			
Education 5	1	1	3
English Language 2, 5	4	–	5
History and Social Science 2	1	–	2
Literature 1	3	–	3
Mathematics 1	3	–	4
Music 1, 3	4	–	2
Physical Education 1, 4	4	1	5
Practical Science 1, 2	6	1	7
Second Year.			
Drawing and Handwork 2	2	2	4
Education 2, 4, 6, 7	2	–	2
English Language 3, 5	3	–	6
Geography and Rural Life 2	3	–	3
History and Social Science 3	3	–	3
Literature 2	3	–	4
Mathematics 2	3	–	3
Music 2, 3	3	–	2
Physical Education 1	1	1	2
Practical Science 2	1	2	2
Also practice teaching, 19 weeks	–	–	–

II. Junior High School Curriculum.

A three-year curriculum, designed for students preparing to teach in the junior high school or in the upper grades of the elementary school.

Name and Number of Course.	Periods Weekly of —		
	Recitations.	Laboratory and Practice Teaching.	Expected Outside Preparation.
First Year.			
Courses the same as those given above in the elementary school curriculum.			
Second Year.			
Drawing and Handwork 4	2	2	4
Education 7	1	–	2
English Language 4, 5	4	–	5
Geography and Rural Life 4, 5	4	–	4
History and Social Science 4	3	–	4
Literature 3	3	–	4
Mathematics 3	3	–	4
Music 2, 3	2	–	2
Physical Education 1, 2	2	–	2
Practical Science 4	2	–	3
Also practice teaching, 9½ weeks	–	–	–
Third Year.			
Prescribed:			
Education 8	3	–	5
English Language 6b	3	–	2
Literature 4	3	–	4
Physical Education 3	2	–	2
Practical Science 5	2	2	3
Also Practice Teaching, 9½ weeks	–	–	–
Elective Studies	10	–	20

III. Kindergarten-Primary Curriculum.

A two-year curriculum, designed for students preparing to teach in the kindergarten and the first three grades of the elementary school.

Name and Number of Course.	Periods Weekly of —		
	Recitations.	Laboratory and Practice Teaching.	Expected Outside Preparation.
First Year.			
First Half Year: —			
Education 1, 3, 5	6	1	7
English Language 1	3	–	4
Geography and Rural Life 1, 3	4	–	6
History and Social Science 2	1	–	2
Kindergarten 1, 2, 3, 6	8	–	10
Music 3	2	–	–
Practical Science 2	2	–	2
Physical Education 1	1	1	3
Second Half Year: —			
Education 5	1	1	3
English Language 2, 5	4	–	5
History and Social Science 2	1	–	2
Kindergarten 1, 2, 3, 6	8	–	10
Literature 1	3	–	3
Mathematics 1	3	–	4
Music 1, 3	4	–	2
Practical Science 2	2	–	2
Physical Education 1	1	1	2
Second Year.			
Drawing and Handwork 3	2	2	4
Education 2, 4, 6	2	–	4
English Language 3, 5	3	–	6
History and Social Science 1	2	–	4
Kindergarten 1, 3, 4, 5, 6, 7	7	–	7
Literature 2	3	–	3
Mathematics 2	3	–	3
Music 2, 3	3	–	2
Physical Education 1	1	1	2
Also practice teaching, 19 weeks	–	–	–

IV. Four-Year Curriculum.

Leading to the Degree of Bachelor of Science in Education.

The four-year curriculum is designed for students desiring to be prepared for teaching in the elementary schools and junior and senior high schools. It supplements the two-year and three-year curricula described above.

Students completing satisfactorily the two-year and three-year curricula will be awarded diplomas. Diplomas of graduation from these two-year and three-year curricula, awarded for satisfactory resident work in this or any other Massachusetts State normal school, will admit the holders to the third or fourth year, respectively, of the four-year curriculum as candidates for the degree of bachelor of science in education. Such persons may receive credit for supplementary work of collegiate grade, but at least one additional year of satisfactory work in residence will be required for the degree. A detailed statement of the courses offered in this four-year curriculum follows: —

Courses offered in the First and Second Years.

Note. — Students desiring to complete first the two-year elementary course will take the courses outlined above under that heading or as given in the catalogues of the several State Normal Schools. Students entering the first year as candidates for the degree and not intending to take the two-year elementary course will take courses as follows: —

First Year.

Prescribed:	
(*a*) Rhetoric, (*b*) Composition	3
(*a*) Psychology, (*b*) Hygiene	4
American History including Current Events	4
Biology	3
Education incl. Observation	4
Physical Education	2
Elective:	
Foreign Language or Mathematics or Geography	3

Second Year.

Prescribed:	
English Expression	3
European History	3
Jun. H. S. Mathematics	3
Education	2
Physical Education	2
Practice Teaching.	
Elective:	
Foreign Language or Mathematics continued	3
Geography or Art	2
Free Elective	3

Courses offered in the Third and Fourth Years.

20 units constitute one year's work.

Course.	Third Year.	Fourth Year.
Prescribed Courses (10 units each year).	Units Advanced English: — (*a*) Literature \ (*b*) Expression / 3 General and Civic Biology 3 Educational Psychology: The Adolescent Age 3 Physical Training 1 Practice Teaching.	Units Principles of Sociology and Economics 3 (*a*) Modern Problems in Education, (*b*) Psychology of School Subjects 3 School Hygiene and Sanitation 1 Educational Measurements 1 History of Education 1 Physical Training 1
Elective Courses (10 units each year).	In their elective work students are expected to select during the third and fourth years one major group of studies from the following groups, and to elect at least two courses in each subject of the group: — *Elective Groups.* — I. English and History. II. English and one foreign language. III. Two foreign languages. IV. History and Geography. V. Geography and Science. VI. Science and Mathematics. VII. Education and one other subject. The remainder of the required number of units may be elected freely from the courses for which the students have the necessary preparation.	
Art and Music	Units History of Art, and Art Appreciation 2 History of Music, and Music Appreciation 2	Units Design 2
Education	(*a*) Project Method of Teaching, (*b*) Socialized Recitation and Supervised Study 3 Advanced Kindergarten and Primary Theory 1 Ethics 2	Psychology of the Exceptional Child 2 Supervision and Administration 2
English and Literature.	Modern Literature 2 Junior High School English 1	Selected Prose and Poetry 2 Methods of teaching English 1
Geography	(*a*) Advanced Regional Geography, (*b*) Correlation of Geography and History 3	(*a*) Advanced Physical Geography, (*b*) Economic Geography, (*c*) Mathematical Geography 3
Government and Social Science.	Social and Civic Problems 2	Modern Tendencies in Government 2
History	Study of Sources and the Selection of Material in American History 3 Modern European History 3	The Civilization of Ancient and Mediæval Times 3 Industrial Development of the Nineteenth Century 3

COURSES OFFERED IN THE THIRD AND FOURTH YEARS — Concluded.

Course.	Third Year.	Fourth Year.
Foreign Language (French).	French 1 . . . . . 3 Advanced French . . . . 3 Methods of teaching French . . 1	French 2 . . . . . 3 Selected French Prose and Poetry . 3 French Conversation and Composition 2
Mathematics . .	Advanced Algebra . . . . 3 Solid Geometry and Plane Trigonometry 3	Methods of teaching Junior and Senior High School Mathematics . . 1½ Analytical Geometry . . . . 3 Calculus 1½
Science . . .	Plant and Animal Ecology . . 3 General Chemistry 3	General Science . . . . 3 General Physics 3

Graduates from the two-year courses and from the three-year course in this normal school or in any other Massachusetts State Normal School are enabled, by completing the work required for this degree, to improve their preparation for teaching in the grades of the Elementary School or to fit themselves to teach in the Junior High School. To qualify for teaching in the Senior High School, students must devote the entire four years to their preparation. Work in two departments must be elected for this teaching and at least one course in each department must be taken during each of the four years of the course. Courses in the departments of English, French, Geography, History, and Mathematics are offered for this purpose at the present time.

THE COURSES OF INSTRUCTION.

NOTE. — All courses listed below have been given during the current year unless a statement to the contrary is made.

DRAWING AND HANDWORK.

1. Drawing and Handwork for Elementary Grades. Miss NOYES.
First year. Nineteen weeks, two recitation periods weekly, two laboratory periods weekly; expected outside preparation, four periods weekly.

A study of pencil representation of common objects and of blackboard drawing as applied to school subjects; a review of color theories, nature drawing, the principles of design and lettering; paper folding and cardboard construction for the purpose of gaining skill in execution; a study of typical modern industries and processes of manufacture; assigned readings.

2. Methods of teaching Drawing and Handwork in Elementary Grades. Miss NOYES.
Second year. Nineteen weeks, two recitation periods weekly, two laboratory periods weekly; expected outside preparation, four periods weekly.

(*a*) A study of the methods of teaching drawing and handwork in the first six grades of the elementary school, including observation of classroom teaching, lesson planning and practice teaching, and a consideration of the ways in which both drawing and handwork may be made to apply to the needs and interests of the children in the elementary grades; a study of typical industries and processes of manufacture continued.
(*b*) A study of decoration in the school and the home, including the value and use of pictures.
(*c*) Attention is also given to costume design, with an investigation of the kinds of materials and costumes suitable for different purposes.

3. Drawing and Handwork for Primary Grades. Miss NOYES.
Second year. Nineteen weeks, two recitations weekly, two laboratory periods weekly; expected outside preparation, four periods weekly.

A short course similar to Courses 1 and 2, but adapted especially to meet the needs of the students taking the kindergarten-primary course. It includes training in representation of common objects, blackboard drawing, decorative design and nature drawing; also a study in appreciation of works of art, painting, sculpture and architecture as related to home, school and community interests, and an examination of the methods and problems of teaching these subjects in the primary grades; suitable type projects will be worked out.

4. Drawing and Handwork for the Junior High School. Miss NOYES.
Second year. Nineteen weeks, two recitation periods weekly, two laboratory periods weekly; expected outside preparation, four periods weekly.

A course designed to teach the subject-matter suitable for the junior high school, and the proper methods of teaching it. It includes the study of perspective, the making and extension of working drawings and work in construction, such as elementary bookbinding, sewing, knitting, crocheting, modeling and applied design; also a consideration of the direct application of freehand delineation, mechanical drawing and decorative design to industrial and commercial needs, and a study of typical modern industries.

5. History of Art and Art Appreciation. Miss NOYES.
Third year. Elective. Thirty-eight weeks, two laboratory periods weekly; expected outside preparation, four periods weekly. Two units.

A course in appreciation, including a study of painting, sculpture and design. General information on structure and the history of art. Study of the Collections in the Worcester Art Museum. Assigned readings.

LOOKING TOWARD THE FRONT OF THE ASSEMBLY HALL.

6. Design. Miss NOYES.
Fourth year. Elective. Thirty-eight weeks, two laboratory periods weekly; expected outside preparation, four periods weekly. Two units.

A study of the principles of design with applications; historic styles studied for appreciation and to form a basis for original work in design.
Not given in 1922–1923.

EDUCATION AND PSYCHOLOGY.

1. Child Psychology. Dr. AVERILL.
First year. Nineteen weeks, four periods weekly; expected outside preparation, two periods weekly.

The aim of this introductory course is fourfold, viz.: to acquaint the student with certain of the more significant facts relating to the mental and moral development of the normal child; to acquaint her with certain of the more common abnormalities of development in children; to arouse in her the sympathetic attitude toward child problems and child life; and to give her practice in observing and testing children. Among the topics discussed are the evolution of the social attitude toward children; heredity; euthenics; unlearned behavior, including a careful survey of the fundamental instincts; moral development; adolescence; exceptional children; juvenile delinquents; the nervous or unstable child; the psychology and genesis of habit, etc.

2. Educational Psychology. Dr. AVERILL.
Second year. Nine and one-half weeks, two periods weekly; expected outside preparation, two periods weekly.

A course supplementary to Education 1, based upon experience in practice teaching which students taking the course have had. The aim of the course is further to familiarize the student with the psychological principles underlying the actual situation of the classroom. Particular emphasis is placed upon the learning process, including attention, memory and individual differences.

3. **General Pedagogy.** Dr. ASPINWALL and others.
First year. Two-year course: Nineteen weeks, one period weekly; expected outside preparation, two periods weekly. Four-year course: Prescribed. Thirty-eight weeks, two periods weekly; expected outside preparation, three periods weekly. Two units.

A consideration and discussion of the meaning, function and aims of education, the educational values of school studies, the making of the curriculum and the relations of educational practice to psychological principles. Assigned readings and class discussion.

4. School Management and Professional Ethics. Dr. ASPINWALL, Miss BISHOP and others.
Second year. Two-year course: Nineteen weeks, one period weekly; expected outside preparation, two periods weekly. Four-year course: Prescribed. Thirty-eight weeks, two periods weekly; expected outside preparation, three periods weekly. Two units.

A study of the nature and aim of the school, the problems of student conduct, the meaning and problems of control and discipline, the personal qualifications of teachers for the training of children toward right living, and the problems of the teacher's conduct as a member of the teaching profession. Assigned readings and discussions.

5. Observation and Methods of Teaching. Miss BISHOP.
First year. Thirty-eight weeks, one recitation period weekly, one period of observation weekly; expected outside preparation, three periods weekly.

A study, aided by direct observation of class teaching, of those aims and principles of education which most plainly influence method, of their application to the various subjects in the elementary school curriculum and of the exercises employed to realize them. An important part of this course consists of weekly periods of observation of class work in the Elizabeth Street School (see page 30), and thus prepares the students directly for the later apprenticeship in the public schools of the city.

6. School Law. ————

Second year. Nine and one-half weeks, one period weekly; expected outside preparation, two periods weekly.

A brief survey of the laws of Massachusetts relating to public instruction, with the aim to give an intelligent idea of such legislation as it applies to the teacher's work, and an acquaintance with the privileges and duties of a public school teacher.

7. Theory of the Kindergarten. Miss KINGMAN.

Second year. Nine and one-half weeks, one period weekly; expected outside preparation, two periods weekly.

A course for students not preparing to teach in the kindergarten department, designed to acquaint them with the educational aims and spirit of Froebel's teachings and with the modern kindergarten theories as well.

Not given in 1922–1923.

8. Educational Psychology: The Adolescent Age. Dr. AVERILL.

Third year. Prescribed. Thirty-eight weeks, three periods weekly. Expected outside preparation, six periods weekly. Three units.

A general survey of the mental, physical and moral characteristics of the child of junior and senior high school age. Physiological changes of pubescence and adolescence. Nature of growth. Factors influencing growth. Development of motor powers and functions. Fatigability. Adolescent diseases of body and mind. Psychic changes and unfoldings of the period. Growth of the social instincts. Adolescent races. Educational content, method and management in the light of adolescent psychology. Youth and amusements. Vocational guidance. Juvenile delinquency and crime. Religious and moral training. Physical *versus* military training. Review of adolescent literature. Supplementary readings and reports. Lectures. Class discussions. Independent individual investigation.

9. (*a*) The Project Method of Teaching; (*b*) The Socialized Recitation and Supervised Study. ————

Third year. Elective. Thirty-eight weeks, three periods weekly, expected outside preparation, six periods weekly. Three units.

The first half of the course is designed to show the advantages of the project method of teaching in a democratic school system. It analyzes the fundamental ideals of the American government, the necessity of handing these on to our future citizens, and the best method to use in so doing. The second half of the course takes up details of the project method as applied to particular types of teaching. Assigned reading, special reports, exercises in working out plans for individual projects.

Not given in 1922–23.

10. Kindergarten and Primary Theory (Advanced Course). Miss KINGMAN.

Third year. Elective. Nineteen weeks, two periods weekly, expected outside preparation, four periods weekly. One unit.

A course primarily for kindergarten teachers, discussing the newer experiments in kindergarten training and methods, their applicability to specific environments, and the advanced technique demanded to meet these requirements.

Not given in 1922–1923.

11. Ethics. Dr. ASPINWALL.

Third year. Elective. Thirty-eight weeks, two periods weekly, expected outside preparation, four periods weekly. Two units.

A study of the fundamental principles of morality, with a view to determining their content and to understanding their implications; also a discussion of the application of the principles to the problems of our social life. Lectures and assigned reading.

12. (*a*) Modern Problems in Education; (*b*) Psychology of School Subjects. Dr. ASPINWALL, Miss BISHOP and Dr. AVERILL.

Fourth year. Prescribed. Thirty-eight weeks, three periods weekly, expected outside preparation, six periods weekly. Three units.

The first part of this course provides for a general survey of the educational problems now being discussed for the betterment of schools. A choice is made of a few important and interesting problems which are studied in detail, in the light of most recent developments and experience. Assigned readings. The second part of the course is designed to analyze the learning process involved in the subjects of the elementary and high school curriculum. Fundamental physiological and psychological aspects of the schoolroom situation. Types of learning and of learner. Experimental pedagogy of curricular subjects. The importance of method in the economy of pupils' effort. Critical observation of teaching in all types of schools. Readings and reports. Class discussion, experimentation, lectures.

Not given in 1922–1923.

13. Educational Measurements. Dr. AVERILL.

Fourth year. Precribed. Nineteen weeks, two periods weekly, expected outside preparation, four periods weekly. One unit.

A general course in the origin, development and present status of intelligence and achievement testing. Practice will be afforded in the administering of many of the best standardized individual and group tests. For this purpose the pupils of the training school and affiliated practice school will be available. Possibilities and limitations of mental and performance measurement. Inspection and interpretation of data. Sufficient study of statistical method to enable students to evaluate data ordinarily procurable in the schoolroom, and to read current professional literature with a fair degree of understanding. Wide collateral reading in the field. Forum discussion of current studies reported in the literature.

Not given in 1922–1923.

14. History of Education. Dr. AVERILL.

Fourth year. Prescribed. Nineteen weeks, two periods weekly, expected outside preparation, four periods weekly. One unit.

A study of the sources and evolution of modern educational systems and methods. Social ideals of other civilizations and other centuries reflected invariably in educational ideals of the period. A minimum of attention will be devoted to investigating the social ideals of antiquity and mediævalism, save where some permanent and universal principle is come upon. The major portion of the course will be given over to an analysis of the social and educational ideals of the present and near-past in the United States, and an attempt to trace out future lines of evolution. Modern educational methods as suggested by Comenius, Rousseau, Pestalozzi, Froebel, Spencer. Contemporary educational leaders and literature. Educational systems in autocracies, notably Germany and Russia; and in democracies, notably France, England and the United States. Essential characteristics of a school system that shall reflect the underlying principles of the great American democracy.

15. Psychology of the Exceptional Child. Dr. AVERILL.

Fourth year. Elective. Thirty-eight weeks, two periods weekly, expected outside preparation, four periods weekly. Two units.

The psychology of individual differences. Normality *versus* abnormality. Heredity and eugenics. Civilization levels. Economic and social aspect of feeble-mindedness. Causes of retardation. Disposition of atypical children in the public school system. The special class and the special-class teacher. Perversions and delinquency. Environmental factors in development. Educational content and method for defectives. The accelerated pupil. Advanced types of special classes for gifted pupils. Methods of testing and diagnosis. Lectures, assigned readings and reports. Field observation trips. Laboratory technique.

To be offered in 1923–1924.

16. Supervision and Administration. Dr. ASPINWALL.

Fourth year. Elective. Thirty-eight weeks, two periods weekly, expected outside preparation, four periods weekly. Two units.

A survey of the practice of school organization and administration, with an investigation of the principles underlying them; a study of the aims, methods and principles of supervision. Individual investigation, special reports, assigned reading.

Not given in 1922–1923.

ENGLISH LANGUAGE.

1. Methods of teaching Reading in Elementary Grades. Miss HOLDEN.
First year. Nineteen weeks, four periods weekly; expected outside preparation, four periods weekly.

A study of methods of teaching reading in the first six grades of the elementary school, including the making and discussion of typical plans of presenting lessons. Consideration is also given to methods of teaching spelling and penmanship, especially in their relation to reading. Assigned reading, observation, special reports, class discussion.

2. Methods of teaching Language in the Elementary Grades. Miss HOLDEN.
First year. Nineteen weeks, three periods weekly; expected outside preparation, three periods weekly.

A study of methods of teaching oral and written expression in the first six grades of the elementary school. Means are employed to secure original composition by using observation in school as a basis for such work. Assigned reading, observation, criticism, making of plans.

3. Reading and Language Study for Elementary Grades. Miss HOLDEN.
Second year. Nineteen weeks, three periods weekly; expected outside preparation, three periods weekly.

(*a*) A course dealing with the subject-matter of reading suitable for the first six grades of the elementary school and designed to develop a sense of appreciation and to give opportunity of acquiring some skill in choosing and adapting literary material that may be used for reading lessons. (*b*) A review of the subject-matter of oral and written expression as covered in the first six grades of the elementary school, with a study of the underlying principles and practice in applying them. An examination of textbooks in these subjects is also made.

4. Reading and Language Study for the Junior High School. Miss HOLDEN.
Second year. Nineteen weeks, three periods weekly; expected outside preparation, three periods weekly.

A course similar to English 3, but dealing with the subject-matter of the seventh and eighth grades.

5. Practice Course and Methods of teaching Penmanship in the Elementary Grades. Miss TOOLE.
First year. Nineteen weeks, one period weekly; expected outside preparation, one period weekly.
Second year. Nine and one-half weeks, one period weekly; expected outside preparation, one period weekly.

A course designed to train students to write well both on paper and on the blackboard, and to give them the skill required to teach penmanship to pupils in the elementary school. Practice is also provided in conducting class exercises in order to give students acquaintance with the methods of teaching the subject and an opportunity to develop the ability to teach it.

6. Rhetoric and Composition. Miss ROE.
First year. Prescribed. Thirty-eight weeks, three periods weekly; expected outside preparation, three periods weekly. Three units.

6a. English Expression. Miss HOLDEN.
Second year. Prescribed. Nineteen weeks, three periods weekly; expected outside preparation, three periods weekly. One and one-half units.
To be offered in 1923–1924.

6b. Advanced English Expression. Miss HOLDEN.
Third year. Prescribed. Nineteen weeks, three periods weekly; expected outside preparation, three periods weekly. One and one-half units.

Courses 6, 6*a* and 6*b* are designed to give much practice in applying principles in order to increase the student's facility in oral and written expression. Study of models. Writing of formal and informal essays, with practice in a variety of forms of writing.

7. Junior High School English. Miss HOLDEN.
Third year. Elective. Nineteen weeks, two periods weekly; expected outside preparation, four periods weekly. One unit.

A course similar to Course 3, but dealing with the subject-matter suitable for the junior high school. Special reports and assigned readings.
Not given in 1922–1923.

8. Methods of teaching English in the Junior and Senior High Schools. Miss HOLDEN.
Third or fourth year. Elective. Nineteen weeks, two periods weekly; expected outside preparation, four periods weekly. One unit.

A study of the principles and methods of teaching oral and written expression in junior and senior high schools. Examination of textbooks. Assigned readings.
To be offered in 1924–1925.

FRENCH.

1. Elementary French. Miss MCKELLIGETT.
Elective. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

A course for students with no previous knowledge of French. It will consist of a careful study of the essentials of French grammar, common idioms, the more common irregular verbs, translation into French of sentences illustrative of the elementary rules, and reading of ordinary French prose. The reading will be started at the beginning of the course, and attention will be paid to a correct pronunciation. As soon as possible French will be the language of the classroom.
To be offered in 1923–1924.

2. Intermediate French. Miss MCKELLIGETT.
Elective. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

Open to students who have taken French 1 or its equivalent. The course will consist of a review of the essentials of grammar, covered in the first year, with intensive study of irregular verbs, common idioms, and extensive reading of selected texts.
To be offered in 1923–1924.

3. History of French Literature (Advanced French). Miss MCKELLIGETT.
Elective. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

Open to students who have taken French 1 and 2 or have studied French at least three years. This course will consist of a study of French literature, including the development of the French language; growth of the theatre; the old French epic poems, tracing from them modern prose and poetry; and the history of the people in so far as it affects the literature. The course will be conducted in French.

French 3a. The Classical Period in French Literature. Miss MCKELLIGETT.
Elective. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

Open to students who have passed in Course 3 or who have satisfied the instructor of their fitness to take it. A study of the place of classicism in the development of the French language and literature, with special attention to selected works of the leading writers of the

period. Lectures, discussion, much reading, and special reports, with the aim of cultivating an appreciation of the literary values of this school of French writers. The course will be conducted wholly in French.

To be offered in 1923–1924.

4. Selected French Prose and Poetry. Miss McKelligett.

Elective. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

Open to students who have taken course 3*a* or have studied French at least five years, and preferably those who have studied the history of French literature. The course will consist of the study of the life and works of representative French poets and prose-writers, emphasizing work of a certain century or great movement in the literature, as the nineteenth century, century of Louis XIV, the Romantic movement, etc. The course may, therefore, be taken in two succeeding years. It will be conducted wholly in French.

To be offered in 1924–1925.

5. French Composition and Conversation. Miss McKelligett.

Elective. Thirty-eight weeks, two periods weekly; expected outside preparation, three periods weekly. Two units.

A course in simple oral and written composition, dealing with phases of everyday life, with aim to stimulate and encourage frequent use of conversation in French outside of the classroom. The course will be conducted wholly in French.

Not given in 1922–1923.

6. Methods of teaching French. Miss McKelligett.

Elective. Nineteen weeks, two periods weekly; expected outside preparation, three periods weekly. One unit.

A study of the aims, principles and methods of teaching French in junior and senior high schools; the direct method; the report of the committee of twelve; thorough drill of phonetics, including application of phonetic symbols or script.

To be offered in 1923–1924.

GEOGRAPHY AND RURAL LIFE.

1. Methods of teaching Geography in Elementary Grades. Miss Childs.

First year. Nineteen weeks, four periods weekly; expected outside preparation, four periods weekly.

A study of the point of view and methods of teaching geography in the first six grades of the elementary school, with special attention to the subject-matter involved. Emphasis is placed upon the selection and organization of subject-matter; practice in obtaining geographic information; sources and uses of objective materials; representation in sand and with crayon. Assigned reading, special reports, class discussion.

2. Regional Geography. Mr. Hubbard.

Second year. Nineteen weeks, three periods weekly; expected outside preparation, three periods weekly.

An investigation of the bases upon which the continents may be divided into natural regions; selection and interpretation of the problems that are of the greatest interest and importance in typical regions. Class discussion, map work, and assigned readings.

3. Rural Sociology. Mr. Hubbard.

First year. Nineteen weeks, two periods weekly; expected outside preparation, two periods weekly.

A course intended to acquaint prospective teachers with some of the problems peculiar to ural schools and rural communities. A limited study is made of the principles and practices of agriculture; management of rural schools; rural organizations and clubs. Assigned reading, field work, visitation of rural schools.

THE SCHOOL GROUNDS, FRONTING ON NORMAL STREET.

4. Agriculture. Mr. HUBBARD.
Second year. Nine and one-half weeks, three periods weekly; expected outside preparation, four periods weekly.

An elementary course of the study of soils and crops, of the organization and management of farming, of the selection and adaptation of agricultural materials, and of the economic importance of the farming industry in the life of the nation. By discussions, lectures and laboratory work it is designed to acquaint the teacher with the fundamental laws and conditions of agriculture, and to increase her interest in rural activities and the problems of rural life.

5. Geography in the Junior High School. Mr. HUBBARD.
Second year. Prescribed. Thirty-eight weeks, two periods weekly; expected outside preparation, three periods weekly. Two units.

A course designed for those taking the three-year course and preparing to teach in the junior high school. A study of the use of the project method in teaching geography; sources of projects and their development; securing of geographical data; use and interpretation of maps; the meaning of "human geography," and its interpretation through the facts of physical and economic geography. Assignment of selected projects to be solved.

6. (*a*) Advanced Regional Geography; (*b*) Correlation of Geography and History. Mr. HUBBARD.
Third year. Elective. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

(*a*) Selected regions are studied in detail to show (1) their geographic conditions; (2) the causal factors that have been in operation; (3) how their development has been related to other regions of the world.
(*b*) A course designed to show through a study of specific examples how the history of a region can be used to interpret its geographic conditions, and what influence geography has had upon the great movements and changes in history.
To be offered in 1923–1924.

7. (*a*) Advanced Physical Geography; (*b*) Economic Geography; (*c*) Mathematical Geography. Mr. HUBBARD.
Fourth year. Elective. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

(*a*) A study of (1) the elements of environment such as topography, soils, waters, mineral resources, climate and vegetation; (2) in what respects each of these factors has influenced human affairs.
(*b*) A survey of the geographic factors involved in the production and distribution of raw materials, finished products and foods; land and water routes; detailed studies of typical economic regions; the relation of the United States to the leading commercial nations of the world. Special attention is given to a study of the influences of physical conditions in determining economic results.
(*c*) A course dealing with those mathematical phases of geography that are of most practical importance to teachers. Map projection; determination of latitude and longitude; time relations; movements of the earth.
To be offered in 1924–1925.

8. Methods of Teaching Geography in the Senior High School. Mr. HUBBARD.
Third or fourth year. Elective. Nineteen weeks, two periods weekly, expected outside preparation, three periods weekly. One unit.

A study of the principles and methods of teaching geography in the senior high school. Selected regions are studied to show how the causal elements may be worked out. Consideration is also given to the types and methods of field work, to the means of relating physical, mathematical and commercial geography to the interpretation and making of graphs and the use of various kinds of maps and to the use of library references and geographic literature which are adapted to class work use in the senior high school. Discussion, demonstrations, and special individual studies.
To be offered in 1925–1926.

HISTORY AND SOCIAL SCIENCE.

1. Methods of teaching History in Elementary Grades. Mr. Brown.
First year. Nineteen weeks, four periods weekly; expected outside preparation, four periods weekly.

A study of the aims, principles and methods of teaching history in the first six grades of the elementary schools. It includes a consideration of the needs of the child and of his point of view as they are related to historical facts and material; a study of the social duties and opportunities of citizens both young and old; the collecting and examination of textbooks and illustrative material; and the selection and grading of this material in course of study with a view to building up in the children's minds correct ideas of intelligent, useful and patriotic citizenship. In this work emphasis is placed upon lesson planning and the various types of teaching, such as story-telling, picture study, construction work, project teaching, the use of the sand table and other dramatization.

2. Current Events. Mr. Brown.
First year. Thirty-eight weeks, one period weekly; expected outside preparation, three periods weekly.

A course designed to awaken the social consciousness of students and to direct their attention to the important events in the life of the world of to-day, and with the aim of training them to select the desirable material and to discuss it and to arrive at reasonable estimates of its value. In this connection correlation is made with the work in history, geography and citizenship, and a study is made of effective methods of conducting children's classes in current events.

3. Methods of teaching Citizenship in Elementary Grades. Mr. Brown.
Second year. Nineteen weeks, three periods weekly; expected outside preparation, three periods weekly.

A study of the principles and methods of teaching citizenship in the first six grades of the elementary school, starting from the child's point of view. It emphasizes the child as a citizen, and examines the community as the group to which he belongs; it deals with his activities and relationships in the home, the school, the club or the "gang," and, above all, with his feelings, his thoughts and his actions toward the flags of the State and of the Nation; and it directs his attention to the place of his Nation among the Nations of the world. As a part of the course the principles and methods of teaching this subject are studied, recent textbooks and other teaching material are examined, and considerable opportunity is afforded for individual observation of and participation in definite acts of citizenship.

4. Citizenship for the Junior High School. Mr. Brown.
Second year. Nineteen weeks, three periods weekly; expected outside preparation, four periods weekly.

A study of citizenship as adapted to the junior high school. It is based especially upon the conception of society as experienced about us to-day, grouped and organized with officials and laws for the protection and betterment of the citizen. It includes a social survey of this community, with the aim of determining a teacher's relationship to social organizations and agencies, and of learning and applying American ideals in the training of pupils in school. Special attention is also given to the cultivation of right habits of citizenship and to the performance of thoughtful activities of citizenship.

5. American History: Introductory Course. Mr. Kimball.
First year. Prescribed. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

An introductory course designed for students taking the four-year course.

5a. Sources and Material in American History. Mr. Brown.
Third year. Elective. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

A course providing for intensive study of American history, with special emphasis upon the examination of historical sources and material which aid in the interpretation of history. It is designed especially for those preparing to teach history in the junior and senior high schools. Lectures, assigned readings, special reports.
Not given in 1922–1923.

6. Modern European History. Mr. KIMBALL.
Second year. Prescribed. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

The study of the significant movements in modern European history, such as the growth of modern democratic institutions and the struggles for constitutional government. Attention will be given to the importance of these facts in the early history of America and their bearing upon more modern world events. It is recommended for those preparing to teach history in the junior and senior high schools. Lectures, special reports, assigned readings.
To be offered in 1923–1924.

7. (*a*) **Principles of Sociology;** (*b*) **Principles of Economics.** Mr. BROWN.
Third or fourth year. Prescribed. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

(*a*) An introduction to the social point of view, with special attention to the investigation of the scope, method and materials of the study of society. (*b*) A study of the basic principles of economics and of the nature of economic reasoning.

7a. Social and Civic Problems. Mr. BROWN.
Third or fourth year. Elective. Thirty-eight weeks, two periods weekly; expected outside preparation, four periods weekly. Two units.

A course designed to acquaint the student as an American citizen with the greater social and civic problems which are to-day engaging the serious thought of people. Individual investigation of specific institutions and problems, special reports, much collateral reading.

8. Modern Tendencies in Government. Mr. BROWN.
Fourth year. Elective. Thirty-eight weeks, two periods weekly; expected outside preparation, four periods weekly. Two units.

A survey of the governments of the leading modern nations, with the aim in view of discovering through comparison the evolutionary tendencies and trend in present-day methods, and of evaluating them in relation to the standards of American democracy. Lectures, assigned reading, individual studies in comparative government.
Not given in 1922–1923.

9. The Civilization of Ancient and Mediæval Times. Mr. KIMBALL.
Fourth year. Elective. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

A study of the development and institutions of the ancient and mediæval times, tracing the evolution of civilization, with the aim in view of gaining an appreciation of the permanent achievements, and the contributions to modern civilization. Lectures, special reports, assigned readings.
To be offered in 1924–1925.

10. The Industrial Development of the Nineteenth Century. Mr. KIMBALL.
Fourth year. Elective. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

A course designed to give the student an appreciation of the social and industrial changes wrought by the invention of machinery and by the organization of trade during the last century. Lectures, special reports and assigned readings.
To be offered in 1925–1926.

11. Methods of Teaching History and Civics in Junior and Senior High Schools. Mr. BROWN.

Third or fourth year. Nineteen weeks, two periods weekly; expected outside preparation, three periods weekly. One unit.

A study of the principles and methods of teaching history and civics in junior and senior high schools, with emphasis on the social and citizenship aims of these subjects and their relation to the academic aims of scholarship; investigation of class-room problems of teaching as they are being solved in progressive schools; visits to such schools and conferences with teachers of the schools visited and with school superintendents; discussion of text-books, curricula and methods to be followed by practice-teaching. Tryon's "Teaching of History in Junior and Senior High Schools" is used as a basis for this study.

To be offered in 1925–1926.

KINDERGARTEN AND PRIMARY GRADES.

These courses are intended for students preparing to teach in the kindergarten and the first three primary grades. For the full list of courses prescribed for these students, including methods in reading, number, etc., see page 11.

1. Children's Games. Miss KINGMAN.

First year. Thirty-eight weeks, one period weekly; expected outside preparation, two periods weekly.

Second year. Nineteen weeks, one period weekly; expected outside preparation, two periods weekly.

A course designed to teach games suitable for very young children, and methods of teaching them as well as ways of playing them. In the second year the course is conducted on the basis of the student's knowledge of play and the results of their child study, having as aim to teach how to collect, classify and study games appropriate to the kindergarten and the first and second primary grades.

2. Educational Materials. Miss KINGMAN.

First year. Thirty-eight weeks, four periods weekly; expected outside preparation, four periods weekly.

A study of the educational materials of Froebel and Montessori, and of methods of using these or any materials appropriate to the kindergarten and to the lower primary grades.

3. Educational Principles. Miss KINGMAN.

First year. Thirty-eight weeks, one period weekly; expected outside preparation, two periods weekly.

Second year. Nineteen weeks, one period weekly; expected outside preparation, two periods weekly.

A course designed to give training in deducing and formulating principles of procedure from the observation of kindergarten and primary practice. In the second year it makes use of the student's experience in practice teaching for more critical study of the principles formulated during the first year.

4. Teaching Programs. Miss KINGMAN.

Second year. Twenty-eight and one-half weeks, one period weekly; expected outside preparation, two periods weekly.

A course to be taken at the same time with the practice teaching, designed to give training in the preparation of lessons which shall fit together into one organic whole, and to make a study of programs followed in the kindergartens and grades in which the students do their practice teaching.

5. Organization of the Kindergarten and the Primary Grades. Miss KINGMAN.

Second year. Nineteen weeks, one period weekly; expected outside preparation, one period weekly.

A study of the extent, cost and care of the kindergarten and primary equipment, giving attention to the kinds, qualities and the ordering of supplies and furniture, to methods of making inventory, and to means and devices for preserving them, as well as to their attractive arrangement.

6. Froebel's Writings and the History of Infant Education. Miss KINGMAN.
First year. Thirty-eight weeks, one period weekly; expected outside preparation, three periods weekly.
Second year. Nineteen weeks, two periods weekly; expected outside preparation, three periods weekly.

A study of Froebel's principles of child development as announced particularly in the "Education of Man" and in the "Mother Play and Nursery Songs," with the aim of giving the students a definite conception of the origin and development of the kindergarten movement in relation to the whole field of education. In the second year there is a comparative study of the contributions made to education by Comenius, Rousseau, Herbart and Pestalozzi and those of Froebel for the purpose of making a definite and sympathetic judgment of the kindergarten and primary educational ideals.

7. Neighborhood Civics. Miss KINGMAN.
Second year. Nineteen weeks, two periods weekly; expected outside preparation, one period weekly.

A course designed to give training in the social responsibilities which teachers in the kindergarten and the lower primary grades must meet. Attention is paid, by class discussion and by actual visits, to mothers' meetings, parent-teachers' associations, home visitation and the needs of various communities. Assigned reading is required with special reports upon the successful work done in these lines in many different communities.

LITERATURE.

1. Children's Literature, Story-telling and Reading Aloud. Miss ROE.
First year. Nineteen weeks, three periods weekly; expected outside preparation, four periods weekly.

(*a*) A survey of the literary material used in the elementary school, as it is adapted to the different ages, with a view to develop an appreciation for it, to see its growth, to study the child's literary needs in each grade and to learn to use effectively the material available. (*b*) A course designed to give practice in story-telling and reading aloud, in order to enable the student to do them simply, naturally and effectively. The course deals also with methods of presenting literature to pupils in story form, by reading, etc., as well as the consideration of the various reactions to be attained, such as dramatization, etc. Story hours are planned and the students are encouraged to practice until they succeed in holding the attention and interest of the children. Assigned reading, reports, observation, discussion.

2. Selected Literature. Miss ROE.
Second year. Prescribed. Nineteen weeks, three periods weekly; expected outside preparation, four periods weekly. One and one-half units.

A study of selected works of English and American writers, with a view to stimulating a greater love of reading and to developing some power of discrimination in the choice of reading material.

3. Literature for the Junior High School. Miss ROE.
Second year. Nineteen weeks, three periods weekly; expected outside preparation, four periods weekly.

(*a*) A review of the literary material used in the seventh and eighth grades, with the purpose of gaining an understanding of its scope and meaning, an appreciation of its value and beauty, and some comprehension of its appeal to pupils of these ages. (*b*) A study of methods of teaching literature in the seventh and eighth grades. Assigned reading, special reports, lesson planning, discussion and criticism.

4. Advanced English Literature. Miss Roe.
Third year. Prescribed. Nineteen weeks, three periods weekly; expected outside preparation, six periods weekly. One and one-half units.

A rapid survey of the development of English literature from Beowulf through the Victorian Era. Brief textbook study is supplemented by detailed study of selections and extensive reading of representative works.

5. Modern Literature. Miss Roe.
Third year. Elective. Thirty-eight weeks, two periods weekly; expected outside preparation, four periods weekly. Two units.

A reading course that includes the study, review and reading of the leading modern novels, short stories, dramas, poems and biographies. Its aim is to cultivate good taste in reading, to create an active interest in good literature, and to enable students to know who are the writers of the modern literary world, as well as the character of good writing. Much outside reading is required.
Not given in 1922–1923.

6. Selected Prose and Poetry. Miss Roe.
Fourth year. Elective. Thirty-eight weeks, two periods weekly; expected outside preparation, four periods weekly. Two units.

A course designed to acquaint the student with different types of prose and the forms of verse through study of selections from various literatures. Lectures, critical study and much reading.

MATHEMATICS.

1. Methods of teaching Arithmetic in Elementary Grades. Miss Isabel Murray.
First year. Nineteen weeks, three periods weekly; expected outside preparation, four periods weekly.

A study of methods of teaching arithmetic in the first six grades of the elementary school, with special emphasis upon primary work and with sufficient practice in solving problems to give facility in dealing with fundamental processes. It includes a study of the development of the number concept in the race and child experience, and examination of number materials, of number in construction work, of games, devices and child-experiences which may form the basis of teaching this subject.

2. Applied Arithmetic. Miss Murray.
Second year. Nineteen weeks, two periods weekly; expected outside preparation, three periods weekly.

A course which continues the study of methods of teaching begun in the first year, and which is designed also to give training in the applications of arithmetical processes to the ordinary experiences of life, with much practice in the making and solution of problems. It is concerned, also, with the investigation of courses of study, lesson planning and assignment, and the examination of texts suitable for the different grades, standard tests and the interpretation of their results.

3. Mathematics for the Junior High School. Miss Murray.
Second year. Prescribed. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

A course designed to prepare for teaching the mathematics required in the junior high school, including a review of arithmetic, elementary algebra and observational geometry, and a study of methods of presenting them. Considerable emphasis is placed upon the commercial and industrial applications of mathematics, and much practical work is required. The aim is to give understanding of subject-matter and facility in applying it.

4. (a) Solid Geometry; (b) Plain Trigonometry. Mr. KIMBALL.
Elective. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

A study of the usual theorems and exercises of standard texts.
To be offered in 1923–1924.

5. Advanced Algebra. Mr. KIMBALL.
Elective. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

A course designed to give a review of intermediate algebra, and to provide a thorough study of advanced algebra. It is open to those who have had Course 4 or its equivalent.

6. Analytical Geometry. Mr. KIMBALL.
Elective. Thirty-eight weeks, three periods weekly; expected outside preparation, six periods weekly. Three units.

Course 6 is open to those who have passed in Course 5.
To be offered in 1924–1925.

7. Calculus. Mr. KIMBALL.
Elective. Nineteen weeks, three periods weekly; expected outside preparation, six periods weekly. One and one-half units.

Course 7 is open to those who have passed in Course 6.
To be offered in 1925–1926.

8. Methods of teaching Mathematics in Junior and Senior High Schools. Mr. KIMBALL.
Third or fourth year. Elective. Nineteen weeks, three periods weekly; expected outside preparation, three periods weekly. One and one-half units.

A study of the scope of subject-matter in mathematics suitable for the junior and senior high schools and of the methods of teaching it. Courses of study and textbooks are examined, types of lessons studied and planned, and practice afforded in working out the application of principles and processes. Discussion, individual exercises, special reports. It is open only to properly qualified students.
To be offered in 1925–1926.

MUSIC.

1. Musical Technique. Miss BALDWIN.
First year. Nineteen weeks, two periods weekly; expected outside preparation, two periods weekly.

A course designed to give a general knowledge of the subject, including the principles of correct production, practice in ear-training, sight-reading and writing of melodies, as well as a repertoire of rote songs suitable for use in the elementary grades.

2. Methods of teaching Music in Elementary Grades. Miss BALDWIN.
Second year. Nineteen weeks, two periods weekly; expected outside preparation, two periods weekly.

(*a*) A study of the best methods of teaching music in the first six grades of the elementary school, and a consideration of a course of study in music suitable for these grades. (*b*) In the latter half of the course special attention is given to songs and methods suitable for upper grades, with the aim of cultivating an appreciation of the meaning, beauty and power of good music.

3. Chorus Singing. Mr. SUMNER.
Each year. Thirty-eight weeks, two periods weekly; no outside preparation expected.

This is a school exercise for all the students, and aims to give training in choral singing of part songs. Emphasis is placed upon the choice of material and upon the artistic interpretation of the compositions chosen, with a view to cultivating an appreciation of the best in music.

4. History of Music and Music Appreciation. Miss BALDWIN.
Third or fourth year. Elective. Thirty-eight weeks, two periods weekly; expected outside preparation, four periods weekly. Two units.

A survey of the forms and styles of music from ancient times to the present; study of special composers and their works; principles of criticism applied to the appreciation of different types of musical composition, with a view to forming proper standards of taste. Course 4 is open only to properly qualified students.
Not given in 1922–1923.

PHYSICAL EDUCATION.

1. Gymnastics and Games for Elementary Grades. Miss ATKINSON.
First year. Thirty-eight weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, three periods weekly.
Second year. Nineteen weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, three periods weekly. (Four-year course: Thirty-eight weeks.)

A course designed, first, to aid the students to form good physical habits and to promote their personal efficiency by intelligent attention to the laws of health and hygiene; second, to train them to become capable workers in school gymnastics and games. It deals with indoor and outdoor exercises, and includes the gaining of skill in the execution of them and the study of methods of teaching them in the first six grades of the elementary school. To this end practice in the teaching of games is provided and courses of study are examined.

2. Methods of Playground Supervision. Miss ATKINSON.
Second year. Nine and one-half weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, two periods weekly.

A course designed to give students taking the junior high school curriculum training in the application and supervision of games and exercises in school playground work. Besides methods of supervision it deals also with plans of playgrounds and a study of equipment.

3. Gymnastics and Games for the Junior High School. Miss ATKINSON.
Third year. Prescribed. Thirty-eight weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, two periods weekly. One unit.

A course similar to Course 1, but designed for students taking the junior high school curriculum and dealing with exercises, games and dances suitable for the pupils of this age.

4. Advanced Gymnastics. Miss ATKINSON.
Fourth year. Prescribed. Thirty-eight weeks, two periods weekly, expected outside preparation, two periods weekly. One unit.

A course similar to and continuing the preceding course, adapted to the needs of students preparing for teaching in the junior and senior high schools, and dealing with subject-matter, methods and supervision.

5. Elementary Hygiene and Methods of teaching Hygiene. Dr. AVERILL.
First year. Nineteen weeks, three periods weekly; expected outside preparation, three periods weekly.

A course devoted to the hygiene of the school child and its relations to the aims of the school. Methods of teaching hygiene to children are studied, and emphasis is placed upon medical inspection, the sanitation and hygiene of schoolhouses and grounds, and those problems most likely to be encountered in the average school. Only those facts of physiology and anatomy which have special significance for hygiene are considered.

6. Advanced Hygiene and Sanitation. Dr. AVERILL.
Fourth year. Prescribed. Nineteen weeks, two periods weekly; expected outside preparation, four periods weekly. One unit.

STODDARD TERRACE, THE SCHOOL DORMITORY.

A comprehensive course in educational hygiene. The child and the home, the school, the community and the State. Preventive *versus* corrective hygiene. School medical inspection and nursing. School clinics. Legal control. Hygiene and sanitation of the school plant and equipment. The physical child, normal and abnormal, pre-adolescent and adolescent. Children's diseases. Hygiene of instruction. Methods of teaching hygiene in elementary schools and in junior and senior high schools. Wide supplementary reading and reports. Lectures, discussions, surveys.

Not given in 1922–1923.

SCIENCE.

1. Methods of teaching Practical Science in Elementary Grades. Mr. Russell.

First year. Nineteen weeks, two recitation periods weekly, one demonstration period weekly; expected outside preparation, three periods weekly.

A study of subject-matter and methods of teaching practical science in the first six grades of the elementary school. It deals with those scientific phenomena of the environment which are suitable for and interesting to pupils of these grades, with a view to learning how to present them so that those pupils may gain a sympathetic appreciation as well as a clear understanding of them. Rock formations and minerals found in this vicinity, weather phenomena and elementary facts and relationships in physical science are included. Collecting, individual observation, experimentation, special reports and class discussion are required.

2. Methods of teaching Nature Study in Elementary Grades. Miss Childs.

First year. Nineteen weeks, four recitation periods weekly, frequent field excursions; expected outside preparation, three periods weekly.

The plant and animal life of the environment is used as a basis for the study of methods of teaching nature study in the first six grades of the elementary school. The course includes a study of the growth and care of a few plants for the house and garden. Courses of study are examined and their value discussed. Students observe in the field, and collect and prepare illustrative material. Assigned readings, reports, observations, experiments and discussions.

3. Practical Science for Elementary Grades. Mr. Russell.

Second year. Nineteen weeks, one recitation period weekly, two demonstration periods weekly; expected outside preparation, three periods weekly.

A course supplementary to Course 1, continuing the study of the scientific knowledge adapted to the first six grades of the elementary school. It deals with project work, training in the use of apparatus and in experimentation, and covers that portion of elementary chemistry and elementary physics upon which an understanding of the materials and phenomena of the physical and industrial environment is dependent. It includes such subjects as the atmosphere, heating, lighting, ventilation, fuels, water, ordinary mechanical devices and industrial apparatus.

4. Practical Science for the Junior High School. Mr. Russell.

Second year. Nineteen weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, three periods weekly.

A course similar to Course 3, but dealing with the subject-matter to be taught in the upper grades of the elementary school or in the junior high school, together with methods of teaching it. A full high school course in General Science or in Physics and Chemistry is a prerequisite. Emphasis is placed upon the different points of view of pupils found in this grade of school and upon the work and methods that are best adapted to their ages and development. The facts and principles of physics and chemistry, especially in their relation to the industrial and household arts and to hygiene, constitute the scope of the course.

5. General and Civic Biology. Miss Childs.

Third year. Prescribed. Thirty-eight weeks, two lecture periods weekly; two laboratory periods weekly; expected outside preparation, six periods weekly. Three units.

A general course intended as a practical introduction to more advanced study of biology and to the social sciences which depend on biological laws. An examination of representative plants and animals, selected from the larger plant and animal groups, for the study of structure, evolutionary relationships and economic importance. Special emphasis will be placed upon biological phenomena which directly affect the community, in order to enable the

student to deal with these effectively. Such topics will include: bacteria in relation to clean milk; disease control; nutrition of children; insect pests; city planting plans; forest, game and health laws. Lectures, demonstrations and laboratory work.

6. Plant and Animal Ecology. Miss CHILDS.
Third or fourth year. Elective. Thirty-eight weeks, two lecture periods weekly, two laboratory periods weekly; expected outside preparation, six periods weekly. Three units.

A comprehensive study of the flora and fauna of this community, with special attention to the factors determining habitats, succession, relations of plants to each other, of animals to each other, the interrelations between plants and animals, and their adaptations to environment. Lectures, field trips, laboratory work, special reading.
To be offered in 1924–1925.

7. General Science. Mr. RUSSELL.
Third or fourth year. Elective. Thirty-eight weeks, two recitation periods weekly, two laboratory periods weekly; expected outside preparation, six periods weekly. Three units.

A course more advanced than Course 4 but continuing the same line of study, including a wide range of observation, experiment and reading, and furnishing much training in skill in experimentation and in the methods of teaching science in the junior high school. The same high school preparation is required as for Course 4.
To be offered in 1923–1924.

8. General Course in Chemistry. Mr. RUSSELL.
Third or fourth year. Elective. Thirty-eight weeks, two recitation periods weekly, two laboratory periods weekly; expected outside preparation, six periods weekly. Three units.

A course dealing with the fundamental facts and principles of chemistry, as illustrated especially by subjects of interest and importance in daily life. Demonstration and experimental work. Lectures and laboratory exercises with assigned reading. A full high school course in chemistry is required for admission to it.
To be offered in 1924–1925.

9. General Course in Physics. Mr. RUSSELL.
Third or fourth year. Elective. Thirty-eight weeks, two recitation periods weekly, two laboratory periods weekly; expected outside preparation, six periods weekly. Three units.

A general view of the field of physics, to give an acquaintance with its facts and methods and their practical applications as well as training in the scientific method of study. Lectures with experimental demonstrations and the examination of physical apparatus. Laboratory exercises and assigned reading. A full high school course in physics is required for admission to it.
To be offered in 1925–1926.

OBSERVATION AND PRACTICE TEACHING.

Observation. — (*a*) In the training school selected classes are taught by the principal and supervisors of the department for purposes of observation by the students. Preparatory instruction is first given in the points valuable to observe, reports of lessons observed are made, and discussions in class are held for the purpose of criticism, explanation and further instruction.

(*b*) At the Elizabeth Street School, one of the city elementary schools not far distant from the normal school building, opportunity is also given for regular observation of teaching. Here selected teachers from the Worcester schools, who

are also in the employ of the Commonwealth, give model lessons for the benefit of the students of the normal school, illustrating the work of all grades from the kindergarten to the eighth, including both the problems of general method and those of special methods as applied in the teaching of the particular subjects of the elementary curriculum. This observation, which is under the direction of one of the supervisors, is supplemented by assigned reading, special reports and class discussions. Furthermore, twice during the first year, once in the first half year and again in the second half year, the students are assigned, either alone or in groups of two, to the different grades in this school to spend an entire week each time both in observation of teaching and in participation.

Practice Teaching. — (*a*) Special training is given in the training school of six grades where the major portion of the instruction is given by student teachers.

(*b*) Practice is also afforded by apprenticeship in the public schools of Worcester and near-by towns. In both cases the work is carried on under the personal supervision of members of the faculty who observe the teaching, direct the making of lesson plans, examine the written work, and have frequent individual conferences for criticism with the students. A diary of the actual work done in the classroom is kept by each student teacher, and is submitted to the head supervisor each week for examination. Systematic professional reading is also made a part of the requirements during the period of practice work. One day each week is spent at the normal school where general meetings are held for class discussions, criticisms and the consideration of the problems of the practice work. This work is conducted by the supervisors and occasionally by the principal.

(*c*) In addition to these facilities for practice, opportunity is also granted in the Worcester County Training School in Oakdale, a few miles from the city, to gain experience in the management and the instruction of exceptional boys. This training is carried on in the same way as the apprenticeship in the city schools, and gives a valuable development because of its special character.

Platform Exercise for Oral Expression. — During the period of practice teaching an opportunity for training in oral expression is provided by a weekly platform exercise. This exercise consists of speaking for a few minutes, with or without notes, before the assembled school from the platform of the auditorium. The topics for presentation are not prescribed, but are usually chosen with reference to helpful experiences in the practice work. It is an exercise that affords a distinct training in precision, ease and effectiveness of speech.

Materials for Use in Teaching. — A large supply of material has been provided by the normal school for the purpose of aiding the students in their practice teaching. This comprises textbooks, professional books, charts, pictures, maps, models and collections of great variety. By the use of this material the students are led to appreciate the value of illustrative material in teaching. This training is also furthered by the practice of making copies of maps, drawings and notes for class use, for which the facilities are provided by means of duplicating machines.

THE LIBRARY.

The textbook and reference library contains over 12,000 volumes, which are easily accessible to the students for classroom use and for individual study. The entire care of the reference books is taken by members of the school, working under the instruction and direction of a member of the faculty. Besides having this library practice, class librarians are charged with the duties of giving out, recording and, at the end of the term, collecting the textbooks. Each student is given some responsibility and training in this work. In the reading room magazines and newspapers are supplied, and direct training, with a view to forming good habits in reading current periodicals, is given by the teacher of history and citizenship.

STODDARD TERRACE.

This building is a dormitory, built on the cottage plan, for the accommodation of twenty girls. It is heated by steam and lighted by electricity, has a comfortable parlor and an attractive music room, and is in every way a convenient and satisfactory school home.

The rates for furnished room and board, together with a limited amount of laundry, are fixed at present for all the normal schools in the State at $250 for the school year, payable in advance, — $62.50 in September, $62.50 on November 15, $62.50 on February 1 and $62.50 on April 15. It is to be noted that board is supplied at the cost of materials; but as this is a fluctuating item no definite agreement as to the exact price in the immediate future can be entered upon. These rates, furthermore, are for such time as the school is in session, and for the Thanksgiving recess, but for no other recess or vacation. In case a student desires to remain at the dormitory during a vacation, she may request permission to do so of the principal on the understanding that there will be an additional charge of $7 per week during such vacation. The dormitory is not open, however, during the summer.

For temporary absence from the dormitory covering one week or less no rebate will be made to boarders. For absence exceeding one week a rebate will be made for the second and all following weeks at the rate of $5 a week.

The house is in charge of a matron and house mother, and students whose homes are not in Worcester are advised to live there. Each room is furnished with bed, bed spread, one pair of blankets, bureau, study table, droplight, rug and chairs. Students are expected to furnish everything else. Napkin rings are not supplied.

LUNCH ROOM.

For the convenience of students and teachers who care to avail themselves of the opportunity, a hot luncheon is furnished at Stoddard Terrace at a price not to exceed the cost of materials.

The rest of the students eat the lunch they have brought from home in the school lunch room. Here many of the necessary furnishings are provided; a hot closet makes it possible to warm food and drink as desired, and boiling water is supplied for the making of cocoa.

GENERAL INFORMATION.

Tuition.

Tuition is free to residents of Massachusetts, but each non-resident is required to pay a tuition fee of $25 at the beginning of each half-yearly session.

Physical Examination.

Admission to the normal school is conditional upon the satisfactory passing of a physical examination. This examination may be required before the opening of the school session in September, or at some later date set by the principal. No student, however, is allowed to remain whose physical condition does not receive official approval as satisfactory. Expert medical advice is given to those who need it, and systematic instruction is provided in hygiene and physical training.

For use in the gymnasium each student is expected to have dark wool bloomers, white middy blouse, tennis shoes and rubber cap.

LUNCH ROOM IN MAIN BUILDING.

Health of the Students.

It is the earnest desire of the school authorities to safeguard and promote, in as many ways as possible, the general health of the students. Standing as it does on the brow of one of the city's highest and most beautiful hills, the normal school enjoys a remarkably healthful and invigorating location. The grounds cover some five acres, and are used for many out-of-door games and exercises. Tennis, base-ball and volley-ball are encouraged. A well-equipped gymnasium affords opportunity for systematic physical training. Green Hill Park is also within moderate walking distance, and is a frequent objective of bird walks, school picnics and field-day trips during the fall and spring terms.

Employment of Graduates.

The placing of the graduates in schools of their own is accomplished almost wholly through the agency of this school. Members of the senior class usually secure positions either before the close of the school year or during the summer months through interviews with superintendents who visit the school for the purpose of securing teachers to fill vacancies.

The school also keeps in touch with the recent graduates, and has on file a record of their work since graduation. From this list recommendations are made to superintendents who are in search of teachers of experience. Every year circulars seeking information concerning their present positions are sent to those graduates who are not teaching under a permanent system of advancement, as in most city schools. Thus most graduates of the school obtain their first charges, and many receive one or more offers of advancement at a later time, through the mediation of the school. For all these positions better salaries are being offered than ever before, and the conditions of living for teachers are being made increasingly attractive.

State Aid.

The Commonwealth has annually granted to the normal schools a considerable sum of money to be divided among such students as are needy and deserving. This school receives its proper share of such funds, and is able to render assistance to a number of students each year. By a recent ruling of the State Board of Education it has been decided that the school may call upon such students for clerical or other assistance in return for this aid. Applications are to be made to the principal in writing, and must be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

Incidental Advantages.

Besides special lectures given each year at the school by prominent speakers, many facilities for general improvement are offered to students by the libraries, institutions and other means of culture in which Worcester is rich. Among these may be mentioned the Museum of the Worcester Natural History Society, from which specimens may be borrowed by teachers and students and taken to the school for purposes of study and illustration; the American Antiquarian Society, which contains a rich store of exhibits and a library including numerous books pertaining to American history; the free public library, having a large reference library, circulating department and reading rooms supplied with leading domestic and foreign papers and periodicals; and the Worcester Art Museum, which offers special privileges to students to study works of art.

LECTURES.

A course of lectures is provided each year for the instruction and entertainment of the students. Since the publication of the last catalogue the following persons have addressed the school: —

Walter S. Young, Assistant Superintendent of Schools, Worcester: "Literature as a Fine Art."
Hubert L. Clark, Biologist and Curator, Museum of Comparative Zoölogy, Cambridge: "Coral Islands."
Michael Earls, S. J., Professor of English, Holy Cross College: "Poetry and Good Speech."
Charles H. Patterson, Professor of Literature, Amherst College: "The Taming of the Shrew."
Kenyon L. Butterfield, President, Massachusetts Agricultural College: "Tests of Good Farming and Good Rural Schools."
Loring H. Dodd, Professor of Literature, Clark University: "James Barrie."
Lucia Ames Mead, Representing League of Women Voters: "Women and Citizenship."
Agnes Burke, Instructor, Teachers' College, Columbia University: Demonstration of Children's Games.
Frederick H. Heywood, Vocal Teacher and Author: Demonstration of Universal Song.
Frank P. Speare, President, Northeastern College: "Youth and Education."
Mildred Thomas, Specialist, Worcester County Extension Service: "School Lunches."
Hortense Neilsen, Dramatic Reader: Drinkwater's "Abraham Lincoln."
Carl L. Schrader, State Supervisor of Physical Education: "Physical Education in Rural Schools."
Arthur S. Rollins, Superintendent of Schools, Lancaster: "Recreation in Rural Schools."
A. K. Getman, Supervisor of Agricultural Education, New York State Department of Education: "The Rural School and the Community."
Joseph J. Reilly, Superintendent of Schools, Ware: "How to Keep the Mill-Town Child in School."
Robert M. Brown, Professor of Geography, R. I. College of Education: "The Backward Peoples and Our Responsibility Towards Them."
Royal B. Farnum, Principal of State Normal Art School, Boston, and State Director of Art Education: "Modern Tendencies in Art Education."
Loring H. Dodd, Professor of Literature, Clark University: "How to Watch a Play."
Robert K. Shaw, Librarian, Worcester Free Public Library: "The Teacher and the Library."
William B. Aspinwall, Principal, Worcester State Normal School: "Ramblings in the Holy Land." (Illustrated.)
John Burford Parry, Lecturer, Springfield: "Welsh Firesides and Fairies."
George H. Blakeslee, Professor of History and International Relations, Clark University: "The Far East and the Pacific."
Walter E. Fernald, Superintendent, State School for the Feeble-Minded, Waverley: "Problems of Mental Hygiene."
Amy R. Whittier, Professor of Art Education, State Normal Art School, Boston: "Graphic Expression for Grade Teachers."
Clarence A. Brodeur, Principal, State Normal School, Westfield: "An Afternoon with Tennyson."
Musical program by artists under the direction of Mr. Edward L. Sumner, Director of Choral Singing, Worcester State Normal School.
Merrill E. Champion, Director, Division of Hygiene, State Department of Public Health: "The Child Hygiene Program and Its Relation to the Teacher."

STUDENTS.

Graduates of June, 1922.[1]

CANDIDATES FOR THE DEGREE OF BACHELOR OF EDUCATION.

Four-Year Curriculum.

Barakian, Harriet Virginia	Worcester.
Doyle, Annabel Ellen	Worcester.
Matthews, Marietta	Worcester.
McCafferty, Margaret Mary	Worcester.

CANDIDATES FOR THE ELEMENTARY SCHOOL TEACHERS' DIPLOMA.

Two-Year Curriculum.

Amiot, Alice Gertrude	Worcester.
Barrett, Alice Pauline	Worcester.
Bass, Esther	Worcester.
Beaton, Pearl Victoria	Millbury.
Bernier, Beatrice Roseanna	Worcester.
Caradonna, Rita	Worcester.
Cohen, Goldie Lillian	Worcester.
Cone, Elizabeth Magdalen	Cherry Valley.
Conger, Lelia Clara	Worcester.
Converse, Anna May	Worcester.
Cotton, Flora Mary	Athol.
Cue, Leah Marguerite	Worcester.
Donohue, Mary Margaret	Worcester.
Doon, Eleanor Rosemary	Worcester.
Drohan, Agnes Dunphy	Worcester.
Friedman, Sadie Aida	Worcester.
Goyette, Alda Mae	Ware.
Griffin, Gertrude Rita	Worcester.
Haynes, Gladys	Millbury.
Horan, Susan Agnes	Worcester.
Hunt, Hazel Lindsay	Cambridge.
King, Rose Marie	Worcester.
Leary, Margaret Josephine	Worcester.
Long, Marion Hardcastle	Worcester.
Loughlin, Philomene Ellen	Worcester.
MacManamy, Mary Elizabeth	Athol.
Maguire, Isabelle Frances	Worcester.
Maloney, Helen Claire	Worcester.
McDermott, Mary Josephita	Worcester.
McGrath, Katherine Ursula	Worcester.
McGrath, Mary Edith	Worcester.
Murphy, Catherine Teresa	Worcester.
O'Brien, Mary Elizabeth	Oxford.
O'Flynn, Margaret Anna	Worcester.
O'Hara, Alice Veronica	Worcester.
O'Keefe, Helen Rose	Worcester.
Palmer, Marion Rita	Worcester.
Powers, Grace Gavin	Worcester.
Reidy, Katherine Louise	Worcester.
Riley, Agnes	Worcester.
Rose, Mary Lillian	Worcester.
Soper, Marguerite Alice	Worcester.
Sullivan, Gertrude Catherine	Worcester.
Surabian, Mabel May	West Boylston.
Thurman, Eva	Brookline.

[1] Included in this issue for purposes of record.

Tobin, Elizabeth Grant	Millbury.
Todd, Marjorie Weld	Cambridge.
Turner, Edith Nellie	Oxford.
Watchorn, Mary Margaret	Millbury.

CANDIDATES FOR THE KINDERGARTEN-PRIMARY TEACHERS' DIPLOMA.

Two-Year Curriculum.

Barlow, Esther Perry	Worcester.
Crittenden, Mary Louise	Williamsburg.
Glick, Anna	Worcester.
Glick, Nehamah	Worcester.
Healy, Katherine Rita	Worcester.
Lipschitz, Mildred Marcia	Worcester.
Peterson, Hazel Helena Johanna	Worcester.
Rabinovitz, Elizabeth Lillian	Worcester.
Reed, Anna Ruth	Worcester.
Rich, Mildred Isabel	Worcester.

Fourth-Year Students.

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION (FOUR-YEAR CURRICULUM).

Barlow, Esther Perry	Worcester.
Foley, Harriet Adelaide	Worcester.
Perman, Albina Anderson	Worcester.

Third-Year Students.

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION (FOUR-YEAR CURRICULUM).

Herbert, Rose Boyle	Worcester.
Quinn, Agnes Evelyn	Worcester.

CANDIDATES FOR THE JUNIOR HIGH SCHOOL TEACHERS' DIPLOMA (THREE-YEAR CURRICULUM).

Molloy, Helen Frances	Worcester.
O'Brien, Kathleen Margaret	Worcester.
O'Connor, Mildred Eugenia	Worcester.

Second-Year Students.

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION (FOUR-YEAR CURRICULUM).

Gale, Helen Marjorie	Spencer.
Kinniery, Honora Eleanor	Millbury.
Laiviż, Mary Elizabeth	Worcester.
Lof, Marguerite Wahlborg	Worcester.
Loughrey, Catherine Rose	Worcester.
Lundgren, Evelyn Charlotte	Worcester.
McAuliffe, Helen Lillian	Worcester.
Mullins, Margaret Constance	Hopkinton.
Peterson, Ebba Augusta	Worcester.
Siiro, Martha Hannah	Worcester.

CANDIDATES FOR THE ELEMENTARY SCHOOL TEACHERS' DIPLOMA (TWO-YEAR CURRICULUM).

Bowen, Nellie Beatrice	Millbury.
Bowler, Gertrude Ann	Spencer.
Buckley, Mary Agnes	Millbury.
Burrows, Otelia Virginia Talbott	Worcester.
Cahill, Catherine Mary	Worcester.
Callahan, Anna Frances	Worcester.
Carney, Grace Loretta	Worcester.
Carroll, Margaret Mary	Worcester.
Collamore, Lillian Agnes	Worcester.
Cramer, Lessie Clara	Worcester.
Daniels, Clarice Adelaide	Blackstone.
Doherty, Anna Elizabeth	Worcester.
Donnelly, Anna Magdaline	Worcester.
Doyle, Margaret Mary	Worcester.

Dudley, Edith Christiana	Douglas.
Epstein, Rachael	Worcester.
Feeherry, Margaret Elizabeth	Worcester.
Grady, Mary Margaret	North Brookfield.
Henley, Georgie Libby	Holden.
Hitchcock, Jessie Dimmick	Brimfield.
Horan, Anna Ursula	Worcester.
Hoyle, Ruth Marjory	Worcester.
King, Mary Gertrude	Worcester.
Lavin, Hazel Gertrude	Worcester.
Lawton, Mary Elizabeth	Millbury.
Martin, Eleanora Frances	Spencer.
Mason, Rhoda	Worcester.
McGuinness, Nora Theresa	Worcester.
Mulhane, Mary Magdalene	Millbury.
Nugent, Ruth	Millbury.
Odlum, Mae Frances	Worcester.
Ohrn, Ingeborg Mary	Worcester.
Pearson, Marguerite Foster	Uxbridge.
Peterson, Helga Elvera	Worcester.
Revzin, Eleanor Cecile	Worcester.
Riordan, Margaret Ellen	Worcester.
Roach, Grace Cecilia	Millbury.
Salmon, Mary Gertrude	Worcester.
Sarkisian, Lucy	Worcester.
Sinnott, Alice Elizabeth	Worcester.
Stenstrom, Katherine Lydia	Worcester.
Sterling, Vietta Mae	Millbury.
Strack, Lillian Dorothy	Oxford.
Sullivan, Theresa	Fall River.
Tolman, Louise Douglas	Worcester.
Tosi, Marion Ruth	Worcester.
Weibust, Helen	Worcester.

CANDIDATES FOR THE KINDERGARTEN-PRIMARY TEACHERS' DIPLOMA (TWO-YEAR CURRICULUM).

Calkins, Helen Elizabeth	Palmer.
FitzGerald, Leanore Elizabeth	Holyoke.
Flynt, Mabelle Cushman	Palmer.
Friedberg, Edith	Worcester.
Garde, Catherine Rita	Ware.
Joyce, Margaret Mary	Worcester.
Laflin, Alice Rice	Brookfield.
Lehner, Jeanette	Worcester.
Nystrom, Violet Alfreda	Worcester.
Osborne, Natalie Lois	Blackstone.
Padula, Rosemary Mahan	Worcester.
Paul, Ethel Marion	Wayland.
Power, Anna Virginia	Worcester.
Slattery, Louise Mary	Westborough.
Spets, Esther Katrina	Worcester.
Stonequist, Mabel Amanda	Worcester.
Wiback, Ingrid Tyyne	Worcester.
Williams, Helen Thomas	Worcester.

First-Year Students.

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION (FOUR-YEAR CURRICULUM).

Ahearne, Mary Rita	Worcester.
Beilkin, Rachel Gertrude	Worcester.
Cannon, Anna Elizabeth	Gardner.
Conlon, Anna Elizabeth	Worcester.
Craven, Mary Gertrude	Framingham.
Dana, Barbara Lincoln	Worcester.
Deeter, Sarah Cecelia	Worcester.
Ferguson, Sarah Elizabeth	Worcester.
Hazard, Carrie McKelvey	Harvard.
Laugher, Alice Elizabeth	Shrewsbury.
Marble, Dorothy Ruth	Millbury.
McGowen, Grace Ellen	Worcester.
McKenna, Florence Marie	Worcester.

Morton, Evelyn Merian	Worcester.
Nordmark, Lillian Maria	Whitinsville.
O'Neill, Florence Regina	Worcester.
Oswell, Sylvia Jerolyn	Worcester.
Partridge, Doris Mae	Boylston.
Richard, Rosalie Sylvia Pauline	Spencer.
Townsend, Dorothy Elizabeth Barnes	Worcester.
Wheeler, Florence Emma	Rutland.
Wiggin, Jennie May	Worcester.

CANDIDATES FOR THE ELEMENTARY SCHOOL TEACHERS' DIPLOMA (TWO-YEAR CURRICULUM).

Army, Ethel Theresa	Millbury.
Boutiette, Julia Agnes	Farnumsville.
Cahill, Anna Gertrude	Worcester.
Cahill, Catherine Margaret	Warren.
Carberry, Julia Anne	Worcester.
Carroll, Irene Agnes	Worcester.
Champney, Irene Frances	Worcester.
Cohen, Anna	Worcester.
Cone, Mary Margaret	Cherry Valley.
Connoll, Elsie Cameron	Fall River.
Connolly, Grace Ann	Worcester.
Cox, Mary Rose	Worcester.
Daley, Alice Julia	Uxbridge.
Dorsey, Cassa Elizabeth	Cherry Valley.
Faron, Agnes Veronica	Millbury.
Faron, Margaret Cecilia	Millbury.
Feeley, Nora Katherine	Worcester.
Flynn, Florence Mary	Worcester.
Foley, Catherine Mary	Worcester.
Fulton, Florence Elisabeth	North Grafton.
Gaffney, Alice Louise	Worcester.
Gahan, Julia Teresa	Worcester.
Goodlight, Gertrude Louise	Spencer.
Horton, Thelma Elizabeth	Worcester.
Hurley, Mary Jane	Spencer.
Jillson, Myra Helen	Douglas.
Jordan, Elsie Maud	Holden.
Kaplan, Evelyn Ruth	Worcester.
Kearnan, Frances Hanley	Whitinsville.
Kelliher, Anna Grace	Millbury.
Kennedy, Ellen Agnes	Millbury.
Kennedy, Helen Louise	Worcester.
King, Marguerite Frances	Worcester.
Knox, Frances Mary	Cherry Valley.
Lalor, Katherine Conway	Millville.
Lantz, Eva Priscilla	Worcester.
Long, Katherine Patricia	South Hadley Falls.
Madigan, Margaret Theresa	Ware.
McGrath, Elizabeth Madeleine	Worcester.
McLean, Viola Kathryn	Worcester.
McNamara, Veronica Rita	Worcester.
McNulty, Anna Cecelia	Worcester.
Molloy, Mary Hildergarde	Worcester.
Moulson, Dorothy Edna	Ware.
Mulligan, Annie Agnes	Whitinsville.
Mullins, Mary Priscilla	Hopkinton.
Nickerson, Lois	Fall River.
O'Brien, Florence Rita	Worcester.
O'Donnell, Kathryn Rosalie	Worcester.
O'Leary, Mary Teresa	Worcester.
O'Malley, Frances Elizabeth Anne	Worcester.
O'Rourke, Cecelia Elizabeth	Worcester.
Parnell, Katherine Frances	Millville.
Richmond, Madeline Grace	Worcester.
Scott, Marion Laura	Worcester.
Shea, Agnes Gertrude	Worcester.
Shea, Lillian Eleanor	Worcester.
Shea, Mary Catherine	Worcester.
Steele, Margaret Ursula	Webster.
Sullivan, Anna Josephine	Worcester.
Sullivan, Catherine Mary	Worcester.

Sullivan Mary Gertrude	Webster.
Sysesky, Cecilia	Worcester.
Tivnan, Margaret Cecelia	Worcester.
Toohey, Margaret Rita	Whitinsville.
Toomey, Margaret Mary	Worcester.
Wilkins, Anne Elizabeth	Auburn.
Worthington, Inez Walker	Granby.

CANDIDATES FOR THE KINDERGARTEN-PRIMARY TEACHERS' DIPLOMA (TWO-YEAR CURRICULUM).

Aronson, Florence Charlotte	Worcester.
Bliss, Ethelyn Snow	Dover, N. H.
Clark, Bernice Maude	Springfield.
Dean, Elizabeth Mary	Ware.
De La Mater, Emeline Louise	Worcester.
Grady, Elizabeth Agnes	North Brookfield.
Handleman, Sadie	Worcester.
Holland, Marie Katherine	Worcester.
Kenney, Helen	Worcester.
Landers, Gertrude Florence	Worcester.
Madden, Mary Agnes	Ware.
Squier, Phyllis Evelyn	Westborough.
Wallin, Gertrude Eleanor	Charlton.
Westenberg, Marion Alice	Uxbridge.
White, Ruth Evelyn	Millbury.
White, Ruth Millard	Worcester.
Whittier, Minerva Lorraine	Winthrop.

Special Students.

Beighe, Eliza Booth	Fall River.
Jennings, Bertha Lola	Worcester.
Long, Alice Mary	Worcester.
Reed, Linnie Ellen	Worcester.
Rome, Sophie	Worcester.
Walker, Mabel	Worcester.

Summary.

Fourth Year Students	3
Third Year Students	5
Second Year Students	75
First Year Students	107
Special Students	6
Total	196

School of observation (Elizabeth Street School), Kindergarten and eight grades	430
Training Department of the Normal School, six grades	72

GRADUATES' ASSOCIATION.

Officers.

President	Miss GRACE E. OLIVER	Class of 1900.
Vice-President	Mrs. MARY PORTELANCE FAUCHER	Class of 1899.
Secretary	Miss MARIETTA MATTHEWS	Class of 1894.
Honorary Secretary	Miss ARABELLA H. TUCKER	Class of 1876.
Treasurer	Mr. WILLIAM F. BUTLER	Class of 1899.

Executive Committee.

Miss HARRIET E. WHEELER	Class of 1889.
Miss EMMA BUCKLEY	Class of 1879.
Miss RUTH W. POWER	Class of 1915.

Committee on Necrology and Friendly Offices.

Miss SARAH M. AVERILL	Class of 1880.
Miss MARION D. TWISS	Class of 1913.
Miss EMMA E. ALLISON	Class of 1895.

Annual reunion of graduates . . . . . Saturday, October 6, 1923.

Courses of Study

TWO-YEAR KINDERGARTEN-PRIMARY TEACHERS' COURSE

TWO-YEAR ELEMENTARY SCHOOL TEACHERS' COURSE

THREE-YEAR JUNIOR HIGH SCHOOL TEACHERS' COURSE

FOUR-YEAR COURSE, LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION, TO PREPARE TEACHERS FOR ELEMENTARY AND JUNIOR AND SENIOR HIGH SCHOOLS